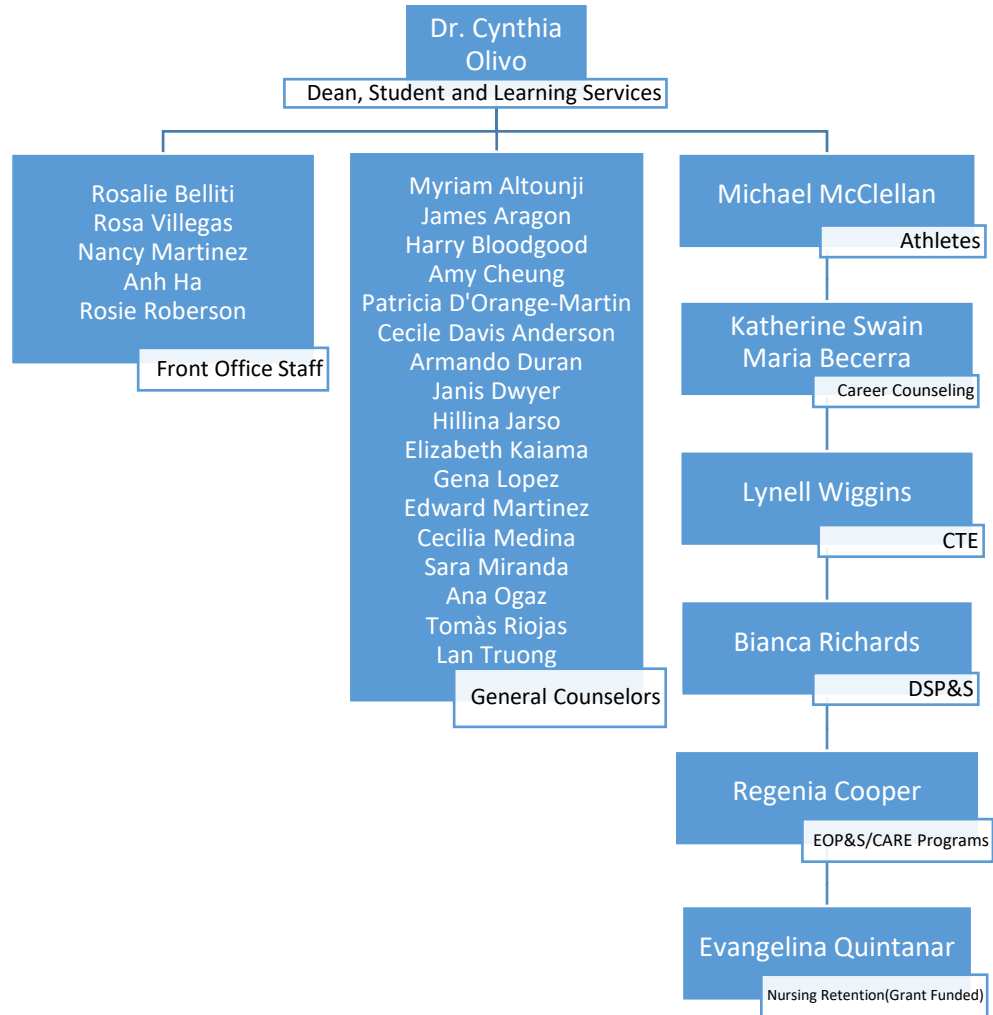


**Counseling Program Review**

**SLS Program Review Required Elements**

**Introduction** The counseling department works collaboratively with campus partners to provide support for students’ lifelong learning, personal, academic, and career goals. A variety of services are offered through the counseling department to reach students including one on one 30 minute appointments, online counseling, and express counseling. We work with students to explore goals, majors, and careers and develop educational plans. We also provide a new student orientation which was revised and implemented the spring fall 2013 term.



**Organizational Chart**

**Mission Statement** The mission of the Counseling Department is to support the college’s mission by facilitating the attainment of lifelong learning skills advancing our students’ personal, academic, and career goals to completion. We promote the self-awareness and self-reliance necessary for success.

1. **Program Outcomes** A student will make informed educational decisions to achieve his or her goals.
2. A student will identify and utilize resources that will assist in achieving his or her goals.
3. A student will feel personally acknowledged, valued, connected and more aware of his or her potential to achieve personal goals.

**Category I. Function**

- **Component A: Services Provided** Select functions that that support the college mission, the program mission and the EMP. These functions come from the services that support your outcomes.

## Category II. Institutional Support

- **Component A: Budget** Number of full-time and part-time staff meets program needs
- College resources are effectively allocated to meet program needs (equipment, technology, supplies, etc.)
- To what extent does Full-time and part-time staff pursue necessary professional development and growth
- **Component B: Space Allocation** The space needs of the program are met

## Category III. Accountability

- **Component A: Internal Accountability** Assessment of your department outcomes over the last six years
- Internal constituent satisfaction is measured and the results are used for improvement. This is where actionable data from past and current surveys and other assessments of your outcomes is critical.
- **Component B: External Accountability** For those departments held to external measures. Provide data on how you are meeting the requirements of your external stakeholders.

### Measure Findings Template

#### Outcome:

SLO #1: A student will be able to make informed educational decisions to achieve his or her goals.

SLO #2: A student will be able to identify and utilize resources that will assist in achieving his or her goals.

SLO #3: A student will be able to feel personally acknowledged, valued, connected and more aware of his or her potential to achieve personal goals.

Measure: "SurveyMonkey survey of Counseling Student Learning Outcomes."

#### Description of Measure (WHAT data were used to measure the outcome?):

A committee of counselors and the dean of SLS met over several weeks to craft a survey to measure the department SLOs. With the support of IPRO, the questions were refined and tagged for which outcome they assessed for. A survey evaluation is sent out to each student via email, following their individual counseling appointment. The evaluation is via Survey Monkey and includes a Likert scale, multiple choice and open ended response options.

Each counseling related survey statement is connected to an SLO. The average score for each statement is indicated at the end of the statement.

SLO #1: A student will be able to make informed educational decisions to achieve his or her goals.

Between 72% and 90% of students strongly agreed or agreed with positive statements related to SLO #1.

1. The counselor explained policies/procedures that helped me understand my options. (Examples: probation policy, withdrawal policy/procedure, academic renewal petition, graduation petition) (4.39)
2. I learned how to get an Associate Degree, complete transfer requirements or certificate requirements. (4.44)
3. With the help of the counselor, my goal is now clear. (Examples: Get a certificate, AA/AS degree or Transfer) (4.44)
4. I left the appointment knowing the next steps I need to take to achieve my goal. (4.58)
5. I am feeling more confident that I can make my own decisions after my counseling appointment. (4.45)

SLO #2: A student will be able to identify and utilize resources that will assist in achieving his or her goals.

Between 79% and 92% of students strongly agreed or agreed with positive statements related to SLO #2.

1. The counselor was familiar with college services and available to students. (4.51)
2. The counselor presented information in a clear and well-organized manner. (4.58)
3. I received information that I can use to reach my goal. (4.54)

4. Because of the counseling appointment, I know how to do research to reach my educational goal. (Career or major) (4.43)

SLO #3: A student will be able to feel personally acknowledged, valued, connected and more aware of his or her potential to achieve personal goals.

Between 77% and 93% of students strongly agreed or agreed with positive statements related to SLO #3.

1. The counselor showed interest in exploring options to achieve my goals. (4.53)
  2. The counselor helped me with a personal or academic problem I am having. (4.51)
  3. The counselor was encouraging. (4.44)
  4. I left the counseling session feeling that most of my questions were answered within my 30 minute appointment. (4.46)
  5. The counselor treated me fairly and with respect. (4.67)
6. I would recommend this counselor to other students. (4.55)

#### **Acceptable Target and Rationale:**

It was our hope that at least 75% of students responding demonstrated learning in the first two outcomes and reported agreement with the third, more affective/satisfaction outcome. The rationale was that we aspired to more than a simple majority of positive responses.

#### **Ideal Target and Rationale:**

An ideal target would be at least 80%. Given our results are currently above 70% for all three outcomes, we are interested in continuously getting better at serving the students.

#### **What steps were taken to analyze the data?:**

Our lead, Hillina Jarso, in collaboration with IPRO staff, analyzed the meaning of the data. A report was then written, highlighting trends in the open-ended questions, and discussed during professional learning day in a department meeting prior to the fall 2013 semester.

#### **Key/Responsible Personnel (WHO analyzed the data?):**

Dr. Cynthia Olivo, Dean, Hillina Jarso and Crystal Kollross.

#### **Supporting Attachments:**

*Survey results ready to attach*

*Reports ready to attach*

*Rubric used in the assessment not used*

*Copy of the results ready to attach*

*Minutes from meetings ready to attach with photos of discuss notes from board*

#### **Summary of Findings:**

In response to statements regarding the clarity of the process to make an appointment and they were treated in a professional and friendly manner when scheduling that appointment, the average scores were 4.35 and 4.31, respectively. The results indicated that most students attempted 1-2 times to get an appointment, but we only received responses from the students who were committed enough to arrive early in the morning and wait in line in order to ensure they secured an appointment. Thus, we don't have data on the number of attempts made by students who were unsuccessful in scheduling an appointment in this survey.

#### **Results:**

**Acceptable Target Achievement: Exceeded**

**Ideal Target Achievement: Approaching**

**Recommendations for Improvement:**

We will use the results as a tool for staff development and discussion to assist in further improving our services. Specifically focus on areas in which we scored lower in the “strongly/agree” areas. The outcome that scored slightly lower than the others was SLO #1. Specifically, the statements addressing the following: Assisting students with personal/academic problems, learning how to get an associate degree/complete transfer and explaining policies and procedures. However, it is important to note that the results were still positive and not all students are experiencing a “problem” or in need of specific policy explanation.

A team of counselors have revised the counseling department appointment process and are currently conducting trainings and evaluations of the process in its pilot phase.

**Additional Recommendations for Improvement:**

- Consistently revisit our scheduling process and adding counselors/counseling appointments.
- Address customer service with front desk staff.
- Significantly increase the number of survey responses, given the number of students that are seen. Counselors should begin informing students of the survey they will receive and encouraging them to complete it.
- Identify incentives for students to complete the survey.
- Use the results as a tool for staff development and discussion to assist in further improving our services.
- Specifically focus on areas in which we scored lower in the “strongly/agree” areas. The outcome that scored slightly lower than the others was SLO #1. Specifically, the statements addressing the following: Assisting students with personal/academic problems, learning how to get an associate degree/complete transfer and explaining policies and procedures. However, it is important to note that the results were still positive and not all students are experiencing a “problem” or in need of specific policy explanation.
- Evaluate our express and online counseling components for future assessment reports.
- There is high demand for counseling services from our student body as evidenced by the lines and demand for appointments reported by our front office staff. Further evidence needs to be collected on the number of students who are turned away from counseling services due to the high volume of demand to evaluate the changes made to such procedures.
- Facilities: Current setup for express/drop-in counseling is not meeting counseling needs for some level of privacy.

**Reflections/Notes:**

While we are pleased with the overall positive responses we received from the surveyed students, we know that there are some areas that require our attention. The next iteration of our survey needs to dig a bit deeper into other aspects of our services. For example, since our last survey, and in part as result of what we have learned, Express Counseling has been instituted for students who were not able to secure an appointment on the same day they sought to get one. We would like to evaluate this service. We would also like to evaluate our online counseling service and the process by which we are trying to maximize the number of students who apply for the associate degree.

A survey administered to students after a counseling appointment reveals that 21.4% of 435 students had to return 3-5 times in order to obtain counseling assistance. Students provided these comments in the free write section of the survey

We are rationing out scarce resources to students and we need more counselors. Community Colleges provide the most access to students from historically underrepresented groups, yet without the appropriate support and resources in place, research reveals that students will not succeed. Access without support is basically not access.

Although PCC is implementing technology that nearly every other community college in the state has—an electronic degree auditing system to provide immediate information about where a student is in terms of completing his or her

goal, students will still need the support of a counselor to provide critical guidance in the form of social and cultural capital (Olivo, 2009, Mesa 2011).

The graduation petitioning process should also be evaluated looking at the effectiveness of the process and identifying any challenges students face while attempting to file for graduation petitions.